

Transitions and Careers in the Teaching Profession - and How That Affects Expertise Development; an analysis of the domain and a proposal for research

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Presented at the EARLI Sig 14 Conference

München, August 25 – 29 - 2010



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Jobs of teachers anno 2010 are in a constant flux

- Content, technology, tools, ict, regulations, finance, school budget, payment, pedagogy, national curriculum, work forms, required competences, examination, student social background, immigration, demographic change, buildings, ...



Schools, students and teaching change ...

- So do teachers
- But which factors play a role?



How do teachers adapt?

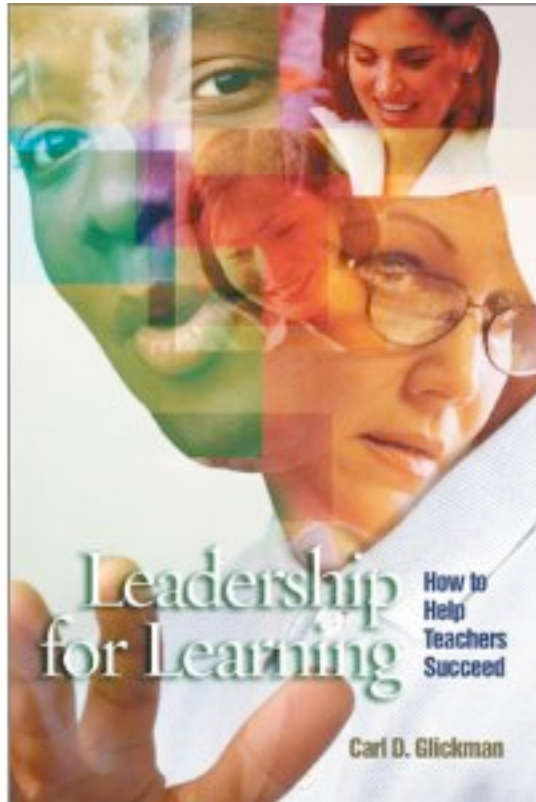
- Large groups of teachers
 - avoid engagement in challenging learning processes..
 - seek only improvement of previously developed knowledge and routines
 - restrict themselves to activities closely related to responsibilities and daily tasks
- Personality
 - Will to learn
- Context
 - collaboration with colleagues, autonomy in task performance, mutual trust and collegiality, proximity of colleagues, and opportunities for exchanging experiences and ideas.



Mere learning by doing won't work in education as ...

- New situations / experiences must be sought
- Feedback on performance must be collected
- Theoretical studies might be necessary





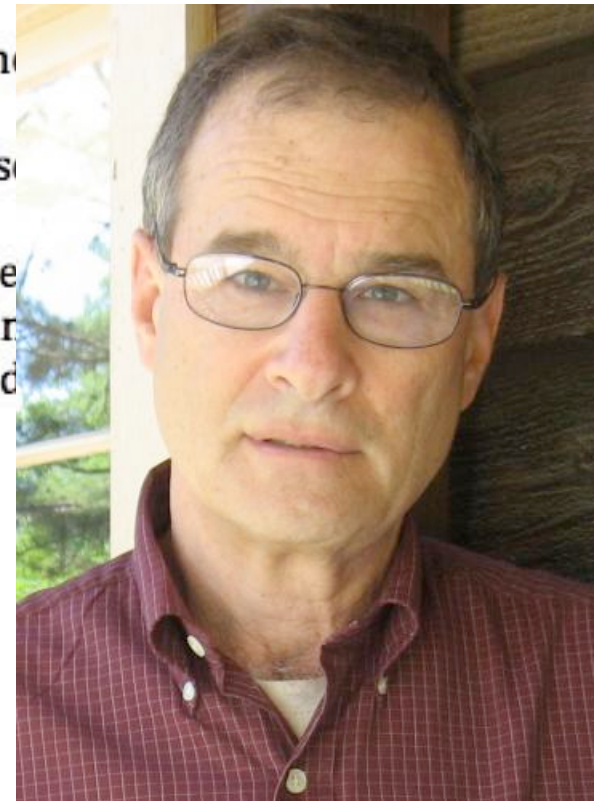
If, as a teacher,

... I deliver lessons in the same manner that I have used in the past;
... I learn from my students;
... I evaluate their work in a manner that changes my own
... my timing;
... I serve other adults as they teach;
... I work of my students with colleagues for feedback,
... critiques;
... I visit schools or attend particular workshops;
... I share my experience on aspects of my teaching;
... I consult with visitors with experience and expertise;
... I ask for help from me on my classroom practice;

- I have no yearly individualized professional development plan for my classroom changes to improve student learning; and finally
- I have no systemic evaluation of my teaching tied to individual, grade/department, and schoolwide goals,

Then

I have absolutely no way to become better as a teacher.



Labour market for teachers

- Fixed access roads
- Fixed career paths
- Little opportunity for promotions / diversification
- Few possibilities for mobility between sectors (in and out)



Career goals

- Self-directed learning
 - Experiential
 - Academic
- Self regulation
- Self-directed career skills
- Career self efficacy

**better
more
new
- or
something
completely
different**



Career skills

- Self-directed learning
 - Experiential
 - Academic
- Self regulation
- Self-directed career skills
- Career self efficacy

Expertise, employability and deliberate practice

Agency, ownership and sense making

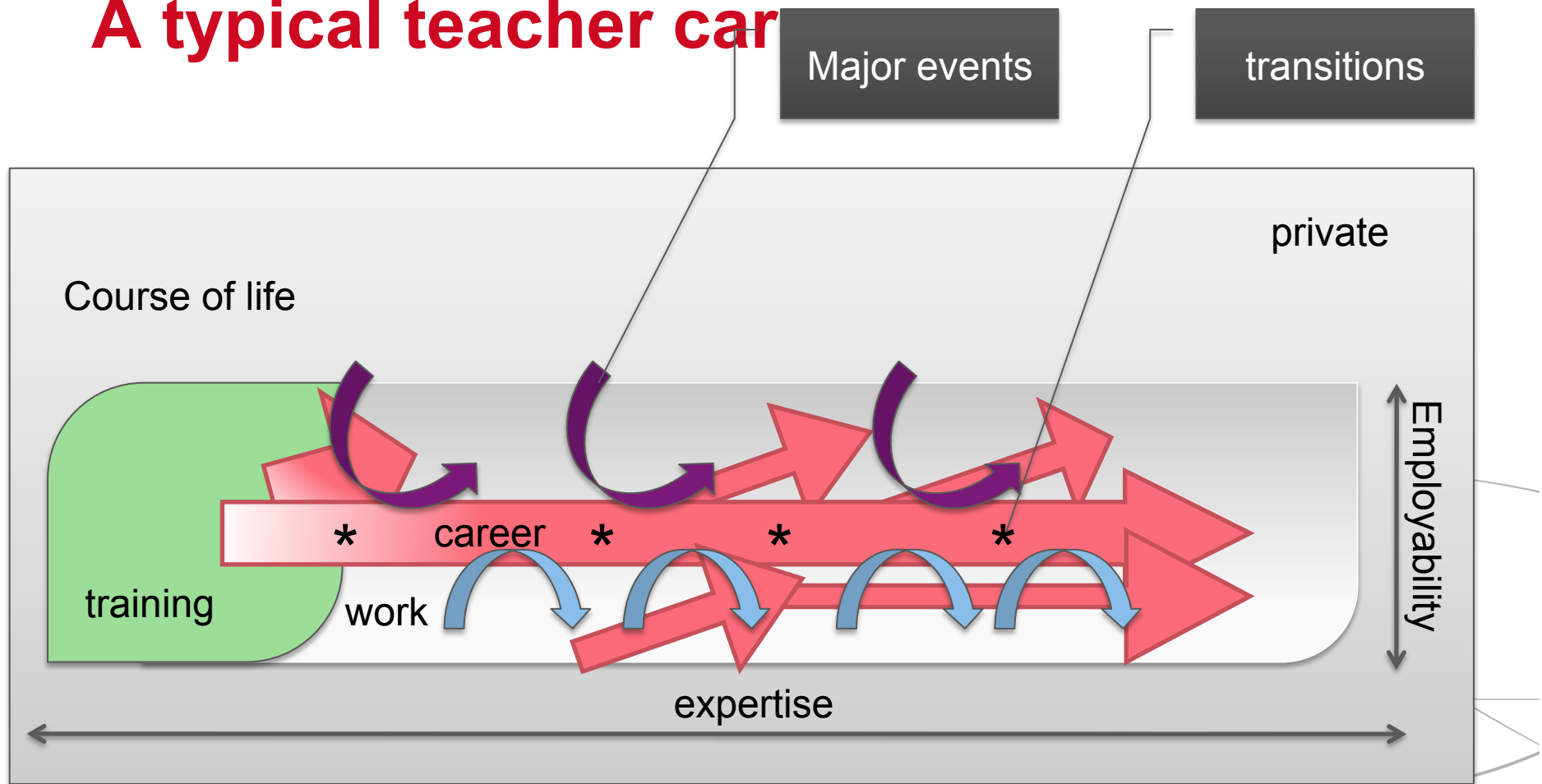
Will to learn

Lifelong learning and transitions

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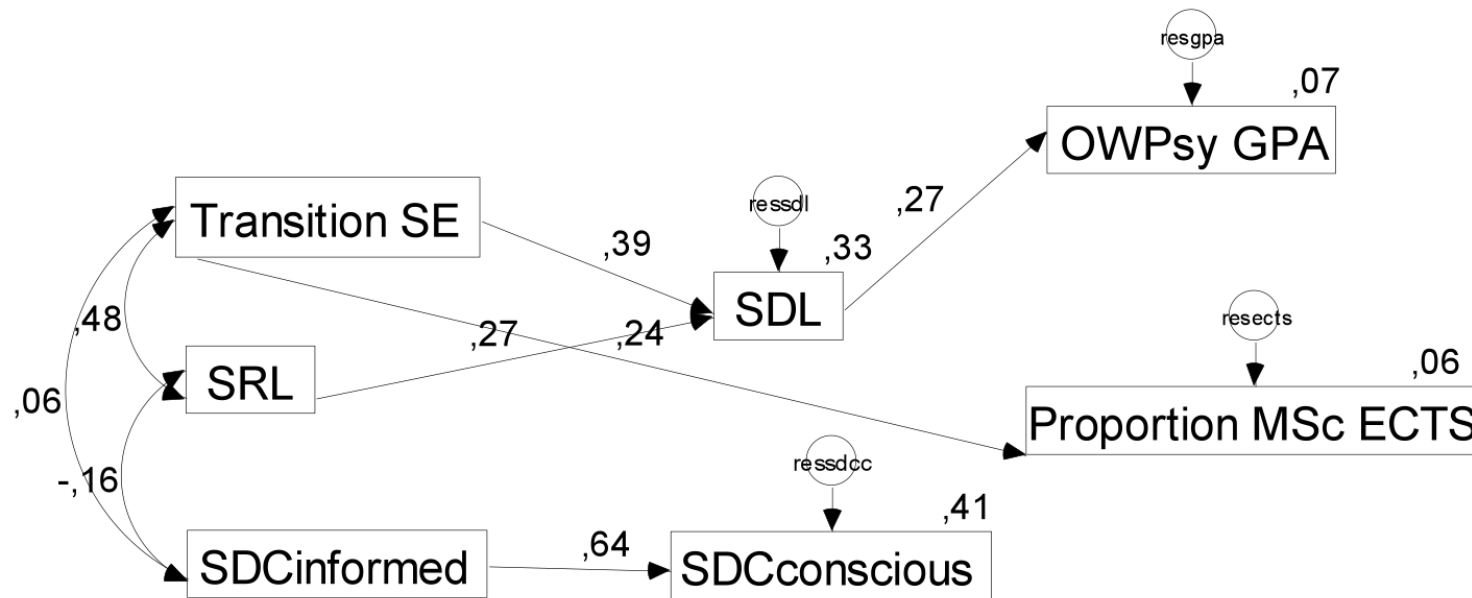
A typical teacher career



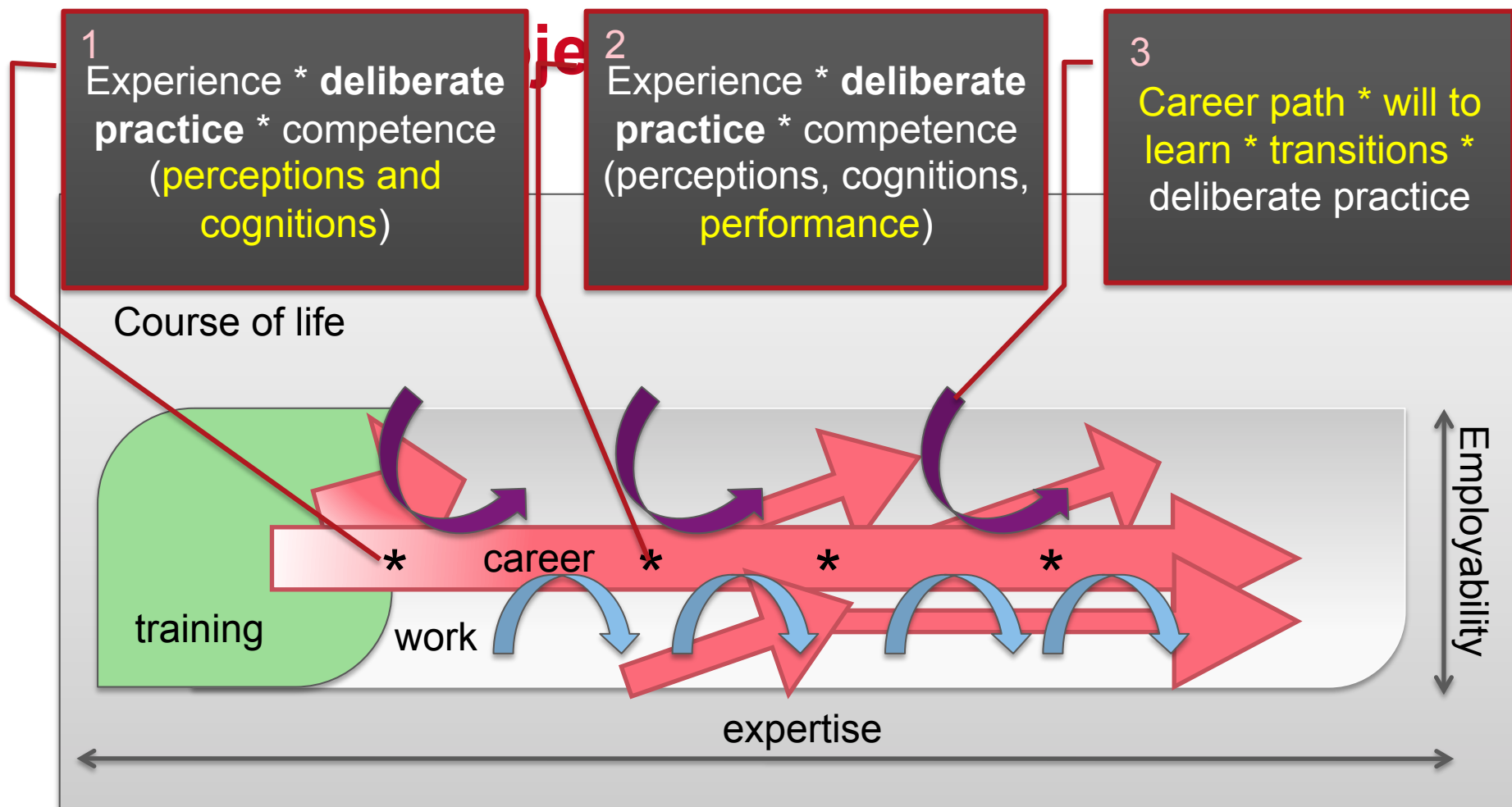
Done so far ...

- Expertise development
- Will to learn
- Agency, ownership, *sense making, performance*
- Scales development SE, SDL and SRL





Bijker et al 2010



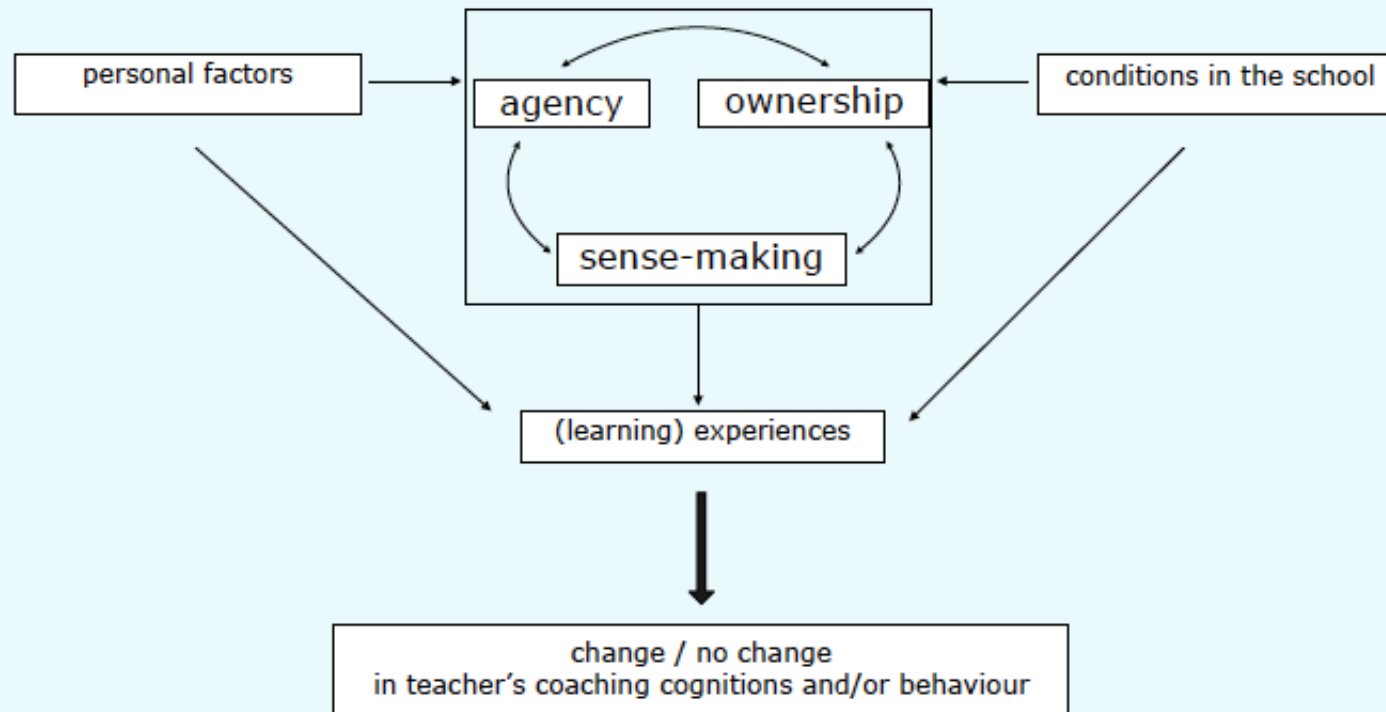
Thank you ...



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conceptual model



Ketelaar et al, 2010

